Distributed Learning Instructor Contact Hours Implementation Policy

Problem

Lack of method to provide instructors for distributed learning (DL) courses prevents schools from scheduling courses.

Purpose

To provide intermediate and long-range solution to the issue of determining instructor contact hours for distributed learning courses.

Background

- **Agreement between Deputy Chief of Staff Resource Management, Training Operations Management Activity, and TDADD that current data would be used.**

- **Programs of instruction (POI) are created using the Automated System Approach to Training (ASAT) software.**
  - **ASAT currently calculates all DL as resident instruction.**
  - **ASAT is scheduled for replacement in FY06.**
  - **The new system, Training and Doctrine Development Tool (TDDT), is under development.**

- **Interim solution required for use with ASAT.**

- **End-state solution required for use with TDDT.**

ASAT ICH Calculation

Optimal class size: 15

Step	Method of Instruction	Time of Instruction	Instructor to Student Ratio	ICH
Introduction	Conference/Discussion	0.1	1:15	0.1
TLO (1)	Test	3.0	1:6	9.0
TLO (2)	Conference/Discussion	0.8	1:15	0.8
TLO (3)	Conference/Discussion	2.0	1:15	2.0
TLO (4)	Practical Exercise	12	1:8	24
TLO (5)	Conference/Discussion	3.0	1:15	3.0
TLO (6)	Conference/Discussion	4.5	1:15	4.5
TLO (7)	Practical Exercise	12.4	1:8	24.8
Summary	Conference/Discussion	0.1	1:15	0.1
Total		37.9		68.3

ASAT ICH Formula:

Number of instructional hours X Number of instructors X Optimal Class Size
                                                                    Instr-Student Ratio

Examples:
Intro   0.1 x 1 x 15/15 = 0.1
TLO (1)   3.0 x 1 x 15/6 =
                    3.0 x 3 = 9.0

DL ICH Policy Intent

- **Use ASAT calculations as start point.**
- **Integrate intent of instructional designer.**
- **Recognize different requirements based upon instructional design.**
- **Integrate multiple factors impacting ICH requirement.**

DL ICH Policy Procedures

1. Create a Distributed Learning (DL) POI in ASAT.

   a) Copy the ASAT material concerning the resident course, module, lesson, or task, as appropriate.

   b) Do not modify the instructional information contained in the POI.

2. Allow ASAT to create the DL POI and calculate ICH using the copied information and create a .rtf file.

3. Enter the DL ICH Instructor-Student Interaction Matrix. Select the appropriate multiplication factor based upon the intersection of the instructor-student interaction and the level of intellectual behavior required by the instructional material.

DL ICH Policy Procedures

4. Add a two part typewritten paragraph to the .rtf copy of the POI.

   a) "Paragraph a" should contain the calculation created by multiplying the ICH calculated by ASAT and the factor extracted from the DL ICH instructor-student interaction matrix.

   b) "Paragraph b" should contain a brief description of why the DL ICH instructor-student matrix factor was selected.

DL ICH Policy Procedures-Verification

5. Verification of the factors selected will occur in several ways.

a) The Training Development and Delivery Directorate (TDADD) reviews all POIs submitted to the Training Operations Management Activity (TOMA). TDADD POI review will incorporate a review of DL ICH instructor-student matrix factor justifications.

b) Quality Assurance teams will include a review of DL ICH instructor-student matrix factor justifications during their visits.

c) TOMA will watch for improper selection of review of DL ICH instructor-student matrix factors and report them to Dir, TDADD.

Instructor-Student Interaction Worksheet

	DL ICH Instr:Student Interaction Multiplication Factor Matrix						
	Bloom's Taxonomy			**TR 350-70**	**Instructor-Student Interaction**			
					Very Low	Low	Moderate	High
Domain*	**Level of Intellectual Behavior**	**Sample Tasks**		**Method of Instruction**	Student interacts with computer generated lesson and informmation. Instructor:student ineraction is limited to answering questions and remedial requirements.	Primary student interaction is with computer generated material. The nature of the material is sufficiently difficult or technical that a greater number of questions and remedial requirements is anticipated.	Instructional design incorporates increased instructor:student interaction through a blended CD/Internet-based lesson and a VTT or Internet-based requirement.	Instructional design uses instructor:student interaction as a primary learning vehicle, either through VTT or structured asynchronous learning along a university model.
Cognitive	Knowledge	Write, List, Label, Name, State, Define		Brainstorming, Guest Speaker, Lecture, Panel Discussion, Seminar, Tutorial				
	Comprehension	Explain, Summarize, Paraphrase, Recognize,		Role Playing, Study Assignment	.25			
	Application	Use, Compute, Solve, Demonstrate, Apply, Construct		Demonstration, Gaming, Role Playing		.50		
	Analysis	Analyze, Categorize, Compare, Contrast, Separate		Conference, Student Panel, Test			.75	
	Synthesis	Create, Design, Hypothesize, Invent, Develop		PE-Non-Hardware, Research/Study				1.0
	Evaluation	Judge, Recommend, Critique, Justify		Case Study, Test Review				
Psychomotor	Imitation	Begin, Assemble, Attempt, Copy, Follow, Repeat		Brainstorming, Lecture, Demonstration				
	Manipulation	Acquire, Complete, Conduct, Make, Perform, Use		Demonstration	.25			
	Precision	Exceed, Master, Refine		PE-Hardware, Test		.50		
	Articulation	Adapt, Alter, Change, Rearrange, Revise		Gaming, PE-Hardware			.75	
	Naturalization	Arrange, Combine, Compose, Construct, Create		PE-Hardware, Test Review				1.0

End State

- **Interim Period**
  - **Use of ASAT calculation and procedures as an "add-on" to .rtf file generated by ASAT**

- **Final**
  - **Procedures written into TDDT software for automated calculation.**